AL.1.1305





# GRADE 12 DIPLOMA EXAMINATION

English 30

Part A: Written Response

January 1989



DUPLICATION OF THIS PAPER IN ANY MANNER OR ITS USE FOR PURPOSES OTHER THAN THOSE AUTHORIZED AND SCHEDULED BY ALBERTA EDUCATION IS STRICTLY PROHIBITED.

#### **GRADE 12 DIPLOMA EXAMINATION ENGLISH 30**

#### PART A: Written Response

#### GENERAL INSTRUCTIONS

This examination consists of TWO assignments. Read the WHOLE examination before you begin to write. Follow instructions carefully. Complete BOTH assignments.

TOTAL TIME: 21/2 hours

Budget your time carefully.

Page Number 3 MINOR ASSIGNMENT: Personal Response to Literature Suggested time: 30-40 minutes Value: 30% of this examination 10 MAJOR ASSIGNMENT: Literature Composition Suggested time: 100-110 minutes Value: 70% of this examination

You may use an English language DICTIONARY and a THESAURUS.

Space is provided for PLANNING AND DRAFTING and for REVISED WORK.

Please write your revised work in blue or black ink.

#### DO NOT WRITE YOUR NAME ANYWHERE IN THE TEST BOOKLET

JANUARY 1989

#### Instructions

- 1. Read "The Bands and the Beautiful Children" carefully and thoughtfully before you start the writing assignments.
- 2. Read BOTH Minor and Major assignments before you start writing.

#### THE BANDS AND THE BEAUTIFUL CHILDREN

Band makes a tunnel of the open street at first, hearing it; seeing it, band becomes high; brasses ascending on the strings of sun build their own auditorium of light, windows from cornets and a dome of drums.

And always attendant on bands, the beautiful children, white with running and innocence; and the arthritic old who, patient behind their windows are no longer split by the quick yellow of imagination or carried beyond their angular limits of distance.

But the children move in the trembling building of sound, sure as a choir until band breaks and scatters, crumbles about them and is made of men tired and grumbling on the straggling grass.

And the children, lost, lost, in an open space, remember the certainty of the anchored home and cry on the unknown edge of their own city their lips stiff from an imaginary trumpet.

P. K. Page

#### MINOR ASSIGNMENT

#### Personal Response to Literature (Suggested time: 30-40 minutes)

In her description of a parade band, P.K. Page creates vivid images to suggest a turning point in life. That moment when the band stops playing suggests the time when innocence and security confront the unknown.

Choose a quotation from "The Bands and the Beautiful Children" that you associate with turning points. Explain why the quotation you have chosen is meaningful to you.

PLANNING AND DRAFTING

There is additional space for Planning and Drafting on pages 4, 6, and 8.

Personal Response to Literature

PLANNING AND DRAFTING

There is additional space for Planning and Drafting on pages 6 and 8.

### Personal Response to Literature

REVISED WORK	

There is additional space for Revised Work on pages 7 and 9.

Personal Response to Literature

PLANNING AND DRAFTING

There is additional space for Planning and Drafting on page 8.

### Personal Response to Literature

REVISED WOR	K
	· · · · · · · · · · · · · · · · · · ·
	, 2

There is additional space for Revised Work on page 9.

Personal Response to Literature

# Personal Response to Literature

REVISED WORK

#### MAJOR ASSIGNMENT

#### Literature Composition (Suggested time: 100-110 minutes)

Turning points may be described as those events, choices, or situations that significantly influence the course of life. Much literature examines turning points. For example, in the poem "The Bands and the Beautiful Children," the author uses imagery to suggest the idea that the turning point between childhood and adulthood is marked by bewilderment and doubt.

#### THE ASSIGNMENT

WRITE A COMPOSITION BASED ON OTHER LITERATURE YOU HAVE STUDIED IN WHICH THE AUTHOR EXAMINES TURNING POINTS. WHAT IDEA DOES THE AUTHOR DEVELOP REGARDING TURNING POINTS? PROVIDE SPECIFIC DETAILS FROM THE LITERATURE YOU HAVE CHOSEN THAT WILL SUPPORT AND DEVELOP YOUR CONTROLLING IDEA.

#### **Guidelines for Writing**

- SELECT relevant literature that you have studied in your high school English classes. You may choose from short stories, novels, plays, poems, other literature, or films that have been studied in your high school English classes. You may choose to discuss MORE THAN ONE selection.
- FOCUS your composition on the topic. Provide ONLY those details that support your controlling idea or thesis statement.
- You may wish to provide SUPPORT by discussing the significance of the author's use
  of such elements as character development, setting, contrast, conflict, imagery, irony,
  symbolism, etc.
- ORGANIZE your composition appropriately.

#### **PLANNING**

Identify the literature	you plan to use.	State your controlling	idea or thesis statement.
Author and Title (or Source)			
Controlling Idea or Thesis Statement			

There is additional space for Planning and Drafting on even-numbered pages.

REVISED WORK

There is additional space for Revised Work on odd-numbered pages.

REVISED WORK

REVISED WORK	
	-

REVISED WORK

REVISED WORK	

REVISED WORK

REVISED WORK

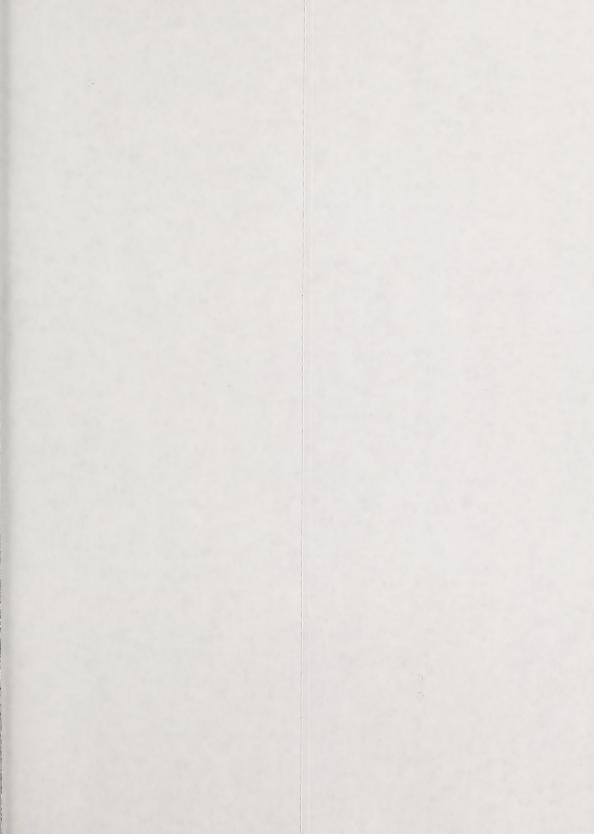
REVISED WORK

REVISED WORK				

REVISED WORK
STORES.
the state of the s

#### **CREDITS**

P.K. Page. "The Bands and the Beautiful Children" from As Ten As Twenty  $\odot$  P.K. Page. Reprinted by permission of P.K. Page.



	SCHOOL CODE: SCHOOL:	PERMANENT MAILING ADDRESS:(Apt./Street/Ave./P.O. Box)	(LAST NAME) NAME:	FOR DEPARTMENT USE ONLY  M1  M2  M3
		J. Box)	(FIRST NAME)	
FOR DEPARTMENT USE ONLY ENGLISH 30: PART A	_ SIGNATURE:	(Village/Town/City)	DATE OF BIRTH:	FOR DEPARTMENT USE ONLY ENGLISH 30: PART A
		(Postal Code)	D SEX:	